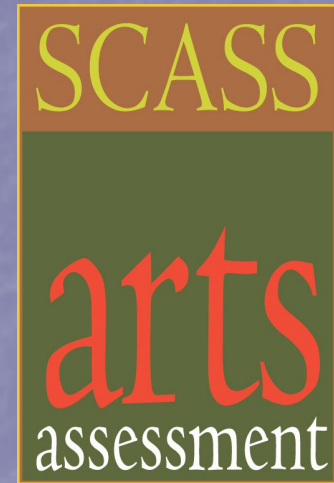


# SCASS Arts

## “Characteristics of Sound Classroom Assessment”

Arts Assessment Training  
Series



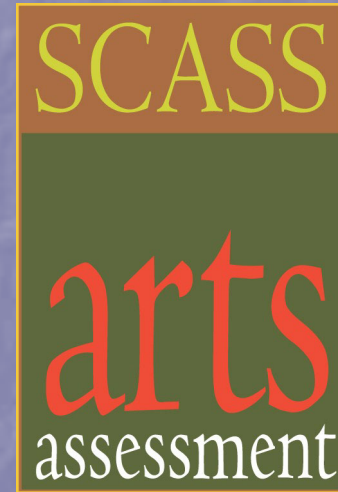
# Characteristics of Sound Classroom Assessment

Source:

National Arts Assessment  
Training Institute , 1997

State Collaborative on  
Assessment and Student  
Standards (SCASS), Arts  
Education Assessment  
Consortium

Hidden Valley, Pennsylvania



# Characteristics of Sound Classroom Assessment

- A set of characteristics that describe robust, sensible, high quality classroom assessment

# Characteristics of Sound Classroom Assessment

*Is it:*

- Aligned?
- Representative of what is taught?
- Educationally worthwhile?
- Direct?
- Fair?
- Practical?
- Easily communicated?



# Characteristics of Sound Classroom Assessment

The process is *Aligned* if.....

- the assessment process *fits the purpose*
- all the stakeholders (educators, students, parents, etc.) share the *same interpretation of the standard*
- the instruction, assessment, and scoring are *standards-based*

# Characteristics of Sound Classroom Assessment

The process is *Representative* if.....

- the assessment *reflects sufficient scope and depth* of the standard(s)\* taught.
- *student evidence* generated by the assessment *is sufficient* (in quantity and variety) to make instructional decisions.

# Characteristics of Sound Classroom Assessment

The process is *Worthwhile* if.....

- the assessment process *informs instructional decisions*.
- the assessment *helps students to self-evaluate*, set goals and improve their work.
- the assessment *guides and focuses professional development*.

# Characteristics of Sound Classroom Assessment

The process is *Direct* if.....

- given the context, the approach *provides the most straightforward route to gathering and judging information* about a student's attainment of the standard.
- the directions, tasks and items present only *clear and essential information* (i.e., free of ambiguous and irrelevant material).



# Characteristics of Sound Classroom Assessment

The process is *Fair* if.....

- the assessment is *developmentally appropriate*.
- the scores for similar work are *consistent (reliable)* from one student to another and one evaluator to another.
- *alternative* assessment *approaches* are possible to address varied student needs.
- the assessment process is *free of bias* (e.g., socioeconomic levels, geographic location, gender, race and ethnicity, etc).

# Characteristics of Sound Classroom Assessment

The process is *Practical* if.....

- the approach is *efficient* in terms of committed time and resources.
- the *benefits justify* the time, resources, and effort required.

# Characteristics of Sound Classroom Assessment

The process is *Easily Communicated* if.....

- the assessment process, findings, and value are *easily understood* by all stakeholders.
- all stakeholders *can identify quality performance or work*.
- the results contribute to arriving at an *appropriate grade or mark of progress*.

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Washington, D.C.

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